**Lesson Plan -** **American History**

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| **Course: American History** | **Unit 1 – Introduction / Review** | **Instructor: McDonald/Schmitt** |

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| **Objective:** Students will be reintroduced to the origins of American society and its relationship to modern society | **Date(s):** | |
| **Standard/Benchmark:** [LA.1112.1.6.1](http://connected.mcgraw-hill.com/ssh/DA1BAB62-4B74-11DB-ABAF-F681ADECFD11), [LA.1112.2.2.2](http://connected.mcgraw-hill.com/ssh/DA1E254A-4B74-11DB-ABAF-F681ADECFD11), [LA.1112.2.2.3](http://connected.mcgraw-hill.com/ssh/DA1E3DB4-4B74-11DB-ABAF-F681ADECFD11), [SS.912.A.1.2](http://connected.mcgraw-hill.com/ssh/AF2FEA9A-CCB8-11DD-A7C8-69619DFF4B22), [SS.912.A.1.4](http://connected.mcgraw-hill.com/ssh/AF30C56E-CCB8-11DD-A7C8-69619DFF4B22), [SS.912.G.1.2](http://connected.mcgraw-hill.com/ssh/AF53D4E6-CCB8-11DD-A7C8-69619DFF4B22), [SS.912.G.4.2](http://connected.mcgraw-hill.com/ssh/AF5A8DFE-CCB8-11DD-A7C8-69619DFF4B22), [SS.912.G.4.3](http://connected.mcgraw-hill.com/ssh/AF5AF8CA-CCB8-11DD-A7C8-69619DFF4B22), [SS.912.H.3.1](http://connected.mcgraw-hill.com/ssh/AFA60162-CCB8-11DD-A7C8-69619DFF4B22) Common Core - RH 1, 11-12 RH 2, 11-12 RH 3, 11-12 RH 4, 11-12 RH 9, 11-12 RH 7 (**see attached standards lists**) | | |
| **Essential Question:** How did the origins of America help shape our modern society? | | |
| **Instructional Focus (FCIM):**  Cause and Effect, Compare and Contrast, Implied Meaning, reliability and validity | **Materials:** Textbook, Cornell-notes, projector | |
| **Vocabulary (for active Word Wall):** Bill of Rights, Articles of Confederation, Shays Rebellion, Lee, Grant, Gettysburg, Vicksburg, Reconstruction, Secession, Emancipation Proclamation, Reconstruction | **Cross Curricular Connection:** Writing and reading support Language Arts/Reading Classes |

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| **Warm-up/Opening:**  Quick write activity: Students will engage in a word wall activity. Students will make a list of all the topics from the word wall they are unfamiliar with. Students will then, working in their groups, attempt to identify all of the unfamiliar terms within their groups. Then as a class we will cover whichever topics are still unresolved. Teacher will circulate as students decide if they need help on a particular issue. | **Time10** |  | **Teacher Notes:** | **Instructional Strategy:**  Gradual Release - WICOR  **Instructional Strategy (Writing):** Vocabulary, SIE (statement-identify argument-Explain evidence)  **Essential Reading Strategy (Student):**  Making Connections (comprehension)/context clues |
| **Instructional Focus Lesson**:  Students will be reminded of the connections that this unit has with key comprehension tools such as cause and effect, compare and contrast, context clues, validity, reliability and bias. Relationships to our modern world will also be introduced at this time so students can make connections. Focus on making connections | **Time**  **10** |
| **Mini-Lesson with Modeling:**  Instructor will answer any questions students have about the upcoming exam and then give students time to review their notes and work together to study for the test. Test format will be discussed as will expectations for short responses. This time will also be used to verify any information students have about areas of concern and/or be used to catch classes up that are behind due to pep rally/assembilies/etc. | **Time**  **20** |
| **Student Work Period:**  Students will engage in a review activity that aims to highlight the key themes from the first unit of study. Students will be given topics and will be required to put as much information on their sheet as possible regarding the topic at hand. Students will not be able to repeat information. Once time is up, students will rotate to another section and continue activity. Once rotations have completed students will come bacj to gether for a share out/review session. Teacher will rotate around the room to make sure students are on task and focused on their work. If class finishes early there will be a discussion of the upcoming unit and/or current events. Topics may include Politics/The Economy. | **Time**  **45** | **Scripted Higher Order Questions**   * ***What were the advantages and disadvantages for the North and the South at the start of the war?*** * ***When did the war change from a battle over preserving the Union to a war to end slavery? What caused this change?*** | |
| **Closing:** Review / Expectations / Final Questions  **Assessment:** Class work (see above)  **Homework:** | **Time**  **10** | **Reflection on Lesson** | |

**See Attached for information below**

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| **Data Utilized to Identify Students for Differentiated Instruction**    **Marzano’s 9 High-Yield Strategies**  (circle all that apply)   1. Identifying Similarities & Differences 2. Summarizing & Notetaking 3. Reinforcing Effort/Providing Recognition 4. Homework & Practice 5. Nonlinguistic Representations 6. Cooperative Learning 7. Setting Objectives & Providing Feedback 8. Generating & Testing Hypotheses 9. Cues, Questions, & Advance Organizers | **Differentiated Instruction**  **Small Group – Intensive**  Assignment(s):   * Syllable pronunciation * Vocabulary * Reading accuracy * Building word knowledge * Sentence level instruction   Student(s):  . | **Differentiated Instruction**  **Small Group – Proficiency**  Assignment(s):   * SQ3R * Reciprocal Teaching * Vocabulary sounding/roots, affixes/meaning * Graphic organizers * Sentence and paragraph level instruction   Student(s): | **Differentiated Instruction**  **Small Group – Enrichment**  Assignment(s):   * Two Column notes * Activate background knowledge * KWL Chart * Think-Pair-Share * Text Features (main idea, context) * Extended discussion for meaning   Student(s): |